Richardson Primary School

Network: Tuggeranong

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Reporting against our priorities

Priority 1: **Improve student learning and achievement for all students**

Targets or measures

By the end of 2018 we will achieve:

A decrease of 10% or greater in the number of year three and five students at or below the national minimum standard of NAPLAN in overall literacy.

- Year 3: Band 1 and Band 2 - from 21.5% in 2017 to 19.35% in 2018
- Year 5: Band 3 and Band 4 -from 47.5% in 2017 to 42.75% in 2018

A decrease of 10% or greater in the number of year 3 and year 5 students at or below the national minimum standard of NAPLAN in numeracy.

- Year 3: Band 1 and Band 2 - from 20% in 2017 to 18% in 2018
- Year 5: Band 3 and 4 -from 44% in 2017 to 39.6% in 2018

An increase of 10% or greater in the number of year three and year five students achieving proficiency in NAPLAN in overall literacy.

- Year 3: Band 5 and 6: from 41% in 2017 to 45.1%
- Year 5: Band 7 and Band 8: from 8% in 2017 to 8.8% in 2018

An increase of 10% or greater in the number of year 3 and 5 students achieving proficiency in NAPLAN in numeracy.

- Year 3: Band 5 and Band 6: from 27% in 2017 to 29.7% in 2018
- Year 5: Band 7 and Band 8: from 11% in 2017 to 12.1% in 2018

A decrease of 10% or greater in the number of kindergarten students achieving less than expected growth in PIPS reading and maths.

- Reading: from 58% in 2017 to 52.2% in 2018
- Maths: from 68% in 2017 to 61.2% in 2018

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

An increase of 10% or greater in the number of kindergarten students achieving expected and better than expected growth in PIPS reading and maths.

- Reading: from 42% in 2017 to 46.2% in 2018

- Maths: from 32% in 2017 to 35.2% in 2018

In 2018 we implemented this priority through the following strategies.

- Embed effective teaching practices
- Create a coherent, sequenced written, taught and assessed curriculum aligned to the Australian Curriculum and Early Years Framework
- Develop a culture of analysis, discussion and action on data
- Differentiate teaching and learning to meet the needs of all students
- Effective implementation of the National Quality Standards in our preschool

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Targets: By the end of 2020 the school will achieve:

A decrease of 10% or greater in the number of year three and five students at or below the national minimum standard of NAPLAN in overall literacy.

Student learning data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
• Year 3: Band 1 and Band 2 - from 41% (2013-2016 average) to 36.9% or less (2017-2020 average)	21.5%	76%				
• Year 5: Band 3 and Band 4 -from 53% (2013-2016 average) to 47.7% or less (2017-2010 average)	47.5%	46%				

A decrease of 10% or greater in the number of year 3 and year 5 students at or below the national minimum standard of NAPLAN in numeracy.

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
• Year 3: Band 1 and Band 2 - from 40% (2013-2016 average) to 36% or less (2017-2020 average)	20%	51%				
• Year 5: Band 3 and 4 -from 59% (2013-	44%	28%				

Analysis → Priorities → Strategies → Actions → Impact (for student)

2016 average) to 53.1% or less (2017-2020 average)					

An increase of 10% or greater in the number of year three and year five students achieving proficiency in NAPLAN in overall literacy.

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
• Year 3: Band 5 and 6: 18% (2013-2016 average) to 19.8% or greater (2017-2020 average)	41%	7%				
• Year 5: Band 7 and Band 8: 5% (2013-2016 average) to 5.5% or greater (2017-2020 average)	8%	8%				

An increase of 10% or greater in the number of year 3 and 5 students achieving proficiency in NAPLAN in numeracy.

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
• Year 3: Band 5 and Band 6: 8% (2013-2016 average) to 8.8% or greater (2017-2020 average)	27%	13%				
• Year 5: Band 7 and Band 8: 5% (2013-2016 average) to 5.5% or greater (2017-2020 average)	11%	6%				

A decrease of 10% or greater in the number of kindergarten students achieving less than expected growth in PIPS reading and maths.

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
• Reading: 41% (2013-2016 average) to 36.9% or less	58%	15.4%				
• Maths: 17% (2013-2020 average) to 15.3 or less	68%	19.2%				

Analysis → Priorities → Strategies → Actions → Impact (for student)

An increase of 10% or greater in the number of kindergarten students achieving expected and better growth in PIPS reading and maths.

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
• Reading: 52% (2013-2016 average) to 57.2% or less (2017-2020 average)	42%	80.8%				
• Numeracy: 83% (2013-2020 average) to 91.3% or less (2017-2020 average)	32%	80.8%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Staff						
• Students learning needs are being meet at this school	56%	80%				
• Overall I am satisfied that students are getting a good education at this school	44%	95%				
• I am satisfied that this school has high expectations in all that it does	31%	100%				
• Teachers set high standards for learning in their classes	63%	85%				
• Teachers believe that every student can be a success	63%	95%				
• Teachers give useful feedback	63%	85%				
Parents						
• My child is making good progress at school 2017	83%	87%				
• My child's learning needs are meet at this school	83%	86%				
• I am satisfied that this school has high expectations in all that it does	71%	83%				

Analysis → Priorities → Strategies → Actions → Impact (for student)

	89%	90%				
• Teachers at this school give useful feedback						

Our achievements for this priority

Whilst the school has not met the NAPLAN or PIPs targets with consistency, other school-based evidence is available and has been interrogated to provide triangulation of information. The introduction of our whole school assessment schedule will show, in coming years, the impact of teaching and school programs on student learning by using Hattie's effect size calculator. Our aim is to use this small data, rather than relying on big system data to tell our story of student learning and achievement. This, along with pre and post assessment samples will demonstrate growth and progress in student learning.

Since 2017 our key improvement strategies and related actions have focussed specifically on writing aligning curriculum, pedagogy and assessment and analysing and acting on data. These NAPLAN results indicates that these focus areas are still an improvement priority, as the school's results are not yet equalling those of the region and state. However, in the next Action Plan, we will continue paying careful attention to alternative data sources such as A-E grades and PAT assessment results to verify the apparent absence of growth shown by NAPLAN results.

Our excellent PIPs results can be attributed to an experienced teacher we recruited, who is a literacy expert. Our involvement in the Chris Topfer project and our ongoing work with SLC's leading collaborative planning with a focus on data also contributes to these outcomes. Our challenge will be to continue these results for students as they move through the grades in coming years.

Staff engaged in a range of professional learning opportunities focussed on literacy and student wellbeing. This included Louise Dempsey writing, Early Years Literacy Project with Christine Topfer, NeuEd, UR Fab and the Writing Project. This professional learning was scheduled each term and well planned to support teachers to provide quality literacy programs and met the needs of individual students. Prior to 2018 there was not a consistent approach to teaching, learning, curriculum and assessment. The previous staff were using Stepping Stones and a Canadian program called Literacy Place, which was scripted lesson plans that didn't link to the Australian Curriculum or differentiate to meet the needs of individual students. This year we introduced yearly and termly overviews as well as weekly programs linked to the Australian curriculum and Early Years Framework. The leadership team introduced weekly scheduled planning sessions where teams were off lined with their executive to collaboratively plan literacy, numeracy and inquiry which built teachers capacity and enhanced their knowledge and pedagogy. Programming expectations and procedures were introduced and each team designed their own proforma to plan with. The work from the Writing and Early Years project with Christine Topfer were evident in the planning and implementation.

A yearly overview was created for each year group linked to the other History, Geography, science, technology and the Arts. In teams, teachers scoped out their inquiry units linked to the Australian curriculum and developed overviews that started to form the A/B cycle. Each overview stated the achievement standard, descriptors, links to writing text types, big understanding and focus questions. This work will support and guide the start of our Primary Years Program whole school focus in 2019.

Moderation and assessment processes were enhanced to support student outcomes. Whole school Writing samples were collected and moderated using the VELS rubrics at the start and end

of the year to track student progress. Data indicated that 95% of students made at least more than one year's growth in writing. In 2018 an assessment committee was formed and collaboratively worked on developing a consistent approach to gathering, analysing and recording whole school data that informs planning, teaching and progress. This allowed staff to use the data to reflect, plan and implement effective teaching and learning. Parent and teacher feedback indicated that the reports were not meeting the need to share information about student progress and achievement with our families.

The leadership team along with staff looked at recreating the semester reports that provided explicit outcomes linked to the Australian curriculum and literacy and numeracy learning progressions. This was then communicated to the school Board, P&C and families to provide feedback on the quality and information that they received on the new semester reports. The new report was well received and valued and was used last year and aligned to our assessment practices.

PLC's and discipline dialogue became an important part for the SLC's to implement and drive student learning. PLC's were scheduled on a weekly basis each term where team would bring selected data to discuss and analyse and inform planning. The leadership team attended Helen Timperley's Spiral of Inquiry professional learning to support them in maximising the impact that data had on improving student outcomes.

Staff have experimented and started to use Learning intentions and success criteria in their lessons. Some staff have developed individual student goals as part of formative assessment practices and moving the learning forward. This is an area that we wish to continue to focus on in 2019.

Using the data and formative assessment practices teachers were able to differentiate during planning sessions. This allowed staff to identify those that needed an ILP and P grade. staff engaged in further ILP training and coordinated individual interviews with parents to inform them of their child's academic, social and emotional needs and the adjustments been made to support them. Those students that needed additional tier 2 support where given an opportunity to engage in the Targeted Support program led by trained mini lit facilitators.

In 2017, it was evident that teaching and learning program linked to EYLF needed to become the focus for Preschool. Therefore in 2018 we recruited an Early childhood executive teacher and educator with a play therapy degree to lead this focus. We engaged Directorate support to work alongside our preschool team to develop their programming skills linked to being, becoming and belonging framework. Preschool planning moved from traditional activity based activities to student led and play based investigations. Story park was introduced to actively engage parents in their child's learning and become familiar with the EYLF.

A proud achievement has been our participation in Chris Topfer's Early Years Project and the Writing Project. The program included professional learning modules and in-class coaching by Christine, followed up by peer coaching. In the classrooms where the project took place, increased student engagement was noticeable as was the increase in all ten of the essential literacy practices.

Based on the evidence presented through professional learning conversations, teacher performance and development meetings, collaborative planning sessions and perception data, we have attributed the increase in students' academic achievement to the following:

•   ongoing targeted and active professional learning

•   the collaborative data inquiry that takes place in our professional learning communities and coaching sessions

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- teachers' increasing understanding of the Australian Curriculum achievement standards

- teachers' growing ability to link students' personal learning goals, explicit learning intentions, success criteria and formative assessment.

Challenges we will address in our next Action Plan

- Formative assessment implementation

- Visible Learning with the use of Learning Intentions, success criteria and exploring SOLO Taxonomy

- Implementation –Christine Topfer's10 Essential Literacy Practices, AC and differentiating and introducing the International Baccalaureate's Primary Years Program (PYP)

- Strengthening the Spiral of Inquiry approach to PLC and using multiple sources of data

- Preschool – continue to improve Quality area 1 of programming and planning

Priority 2:   **Develop an expert teaching team**

Targets or measures

By the end of 2018:

Baseline data will be obtained for the percentage of staff who demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Self-assessment against the Classroom Practice Continuum)

Baseline data was obtained in 2017 for the percentage of staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School Survey) the result was 38%. We hope to increase this to 60% in 2018.

Baseline data will be obtained for the percentage of executive staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School Survey)

In 2017 37% of staff agreed/strongly agreed that they got useful feedback about their performance (Data collection tool: System Satisfaction Survey). We hope to increase this to 60% in 2018.

In 2018 we implemented this priority through the following strategies.

- Develop teacher expertise in peer to peer feedback
- Embed instructional leadership structures and processes that build professional capacity

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
90 % of staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School Survey)	38%	60%				
50% of staff agreed/strongly agreed that they got useful feedback about their performance (Data collection tool: System Satisfaction Survey).	31%	67%				
80% of staff who demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Self-assessment against the Classroom Practice Continuum)	100%	100%				
70% of executive staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (	75%	80%				

Analysis → Priorities → Strategies → Actions → Impact (for student)

Data collection tool: School Survey)							

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Staff						
• Staff are offered program to develop their teaching knowledge and skills	67%	100%				
• Mentoring, coaching or peer observations are arranged at this school as part of professional development	57%	77%				
• Teachers frequently discuss and share teaching methods and strategies with each other	44%	90%				
• Staff participate in professional learning programs school team	88%	100%				
• Staff get quality feedback on their performance	31%	67%				
• My professional achievements are celebrated at this school	56%	79%				

Our achievements for this priority

In 2018, we welcomed 80% of new staff to Richardson Primary School. It was important to ensure that the practices we were embedding were supported by effective coaching and mentoring. The Deputy Principal led an Instructional coaching to lead (IC2L) initiative with the five SLC's. The Deputy Principal would met with the SLC's individually each week and focussed on leading whole school priorities and improving their leadership skills that were identified and linked to their professional development plan goals.

The SLC's mentored and coached the teachers in their team. This was differentiated to meet the individual teacher's needs. They coordinated the professional development plans, completed two observations on all staff members each term and provided written feedback. Some SLC's team taught demonstrating best practice in the classroom modelling how to teach a Balanced writing program as well as embedding the ten essential skills. This was followed up by observation lessons and explicit feedback. To support our new educators, they were off lined with executive during their additional release time. This was used to mentor and build capacity in teaching, planning and assessment.

To promote the importance of mentoring, coaching and receiving feedback the whole staff started to engage in environmental walks. The staff used their newly acquired knowledge in writing and

the ten essential literacy skills to visit other classrooms and observe, ask questions and identify these practices.

A coaching committee was formed to design an effective whole school peer to peer feedback model to improve teacher's practice. A survey was designed to collect information from all staff members about their experience, knowledge and understanding of mentoring, coaching and feedback. The results were collated and analysed by the committee which indicated most staff had some experience and knowledge in mentoring and coaching but limited skills in peer to peer feedback. The committee researched a variety of different models from other schools, looked at the AITSL website and developed an action plan. The committee decided to start with observation feedback round where teaching partners would sit down and establish a goal (linked to the schools AAP and their own goals), decide on what they would observe and provide written feedback using TAG (tell me something you observed, ask me a question, give me a suggestion). From here teachers identified an area of practice that needed to be improved. In 2019, we have engaged Professional Partnerships to present a workshop around peer coaching. This will lead into the development of teachers observing practice and providing feedback, using mediative questions.

Staff perception that the school's instructional leadership model supports quality teaching has increased dramatically since 2017. This perception is upheld by 100% of teachers demonstrating an improvement in teaching practice when assessed against the national teacher quality standards, in particular the AITSL Classroom Practice Continuum. Whilst these assessments were made by teachers themselves, they were justified with evidence from coaching conversations and the summative teacher performance and development conversations that were held between teachers and executive supervisors.

Although there has been an increase in perception data, it is still early days. There are two implications for the next annual action plan. Firstly, we need to be able to discriminate between teacher and administrative staff perception. Secondly, whilst instructional coaching and new educator mentoring have become valuable parts of our instructional leadership model, we recognise that staff still require other forms of feedback that will inform their teaching practice. A further goal is to increase the feedback provided to teachers related to the school priorities of by providing explicit written and verbal feedback after targeted classroom 'walk throughs, using scaffolded feedback mechanisms such as an audit tool based on the 10 Essential Literacy Practices and Numeracy Practices Guide checklist.

Challenges we will address in our next Action Plan

Peer to Peer Feedback with all staff

Mentoring, coaching and feedback model using GROWTH, Powerful Partnerships and mediative questions.

Environmental walks – what to look for in an effective classroom

Executive feedback to staff

Walkthroughs

Analysis → Priorities → Strategies → Actions → Impact (for student)

Priority 3:   **Provide a safe, inclusive and respectful school culture**

Targets or measures

In 2018 baseline data was obtained for the percentage of parents, staff and students who agree/strongly agree that they feel respected in the school environment (Data collection tool: School Survey). The 2017 results:

- 78% of parents (Increase of 20% in 2018 to 94%)
- 50% of staff (Increase of 20% in 2018 to 60%)
- 66% of students (Increase of 20% in 2018 to 79%)

In 2017 53% of students agreed/strongly agreed that they feel safe at school (Data collection tool: System Satisfaction Survey). In 2018 we aim to increase this by 20% to 64%.

In 2017 84% of parents agreed/strongly agreed that their child feels safe at school (Data collection tool: System Satisfaction Survey). In 2018 we aim to increase this by 10% to 92%.

In 2017 79% of parents agreed that community partnerships are valued and maintained at the school. (Data collection tool: System Satisfaction Survey). In 2018 we aim to increase this by 10% to 86.9%.

In 2017 88% of staff responded positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool. In 2018 we aim to increase this by 10% to 96%.

In 2018 we implemented this priority through the following strategies.

- Develop explicit high expectations of students and staff in the learning environment
- Introduce the consistent use of restorative and relational practices
- Refine structures and processes that enable the effective management of student welfare and achievement
- Strengthen productive partnerships with parents and the community

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
• 80% of students agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)	66%	75%				
• 85% of parents agree/strongly agree that they feel respected in the school environment (Baseline data to be	78%	79%				

Analysis → Priorities → Strategies → Actions → Impact (for student)

Targets or Measures		Base 2017	Year 1 2018				
• obtained in 2017. Data collection tool: School Survey)							
• 90% of staff agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)		50%	90%				
• 85% of students agree/strongly agree that I feel safe at school (Based on a four year average of 73% in 2013-2016, and 58% in 2016. Data collection tool: System Satisfaction Survey)		53%	53%				
• 95% or more of parents on average from 2017 to 2020 agree/strongly agree that my child feels safe at school (Based on a four year average 95% in 2013-2016, 92% in 2016 Data collection tool: System Satisfaction Survey)		84%	84%				
• 90% of parents agree that community partnerships are valued and maintained at the school (Based on a four average of 75% in 2013-2016, 100% in 2016.Data collection tool: System Satisfaction Survey).		79%	85%				
• 95% of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.		88%	90%				

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
Staff						
• Student behaviour is well managed at this school 2017	19%	70%				
• Teachers at this school treat students fairly	57%	90%				
• Students feel safe at this school	25%	70%				
• There is effective communication	6%	90%				

Analysis → Priorities → Strategies → Actions → Impact (for student)

amongst all staff							
• I feel I belong at this school	56%	95%					
• School values and goals are understood	31%	75%					
• New students and staff are made to feel welcome as part of this group	56%	95%					
• Staff care about students	88%	100%					
• Staff treat students with respect	88%	100%					
• Staff show understanding to students	88%	95%					
• Staff value and respect each other	38%	100%					
• Staff have a consensual approach to managing issues within the school	25%	85%					
• Staff have a good team spirit at this school	38%	90%					
• Staff morale is high	6%	80%					
• I talk up this school to my friends as a great organisation to work for	50%	85%					
• There is school spirit and pride	19%	84%					
Parents							
• Teachers at the is school treat students fairly	77%	88%					
• My child feels safe at this school	84%	84%					
• Student behaviour is well managed at this school	48%	78%					
• Community partnership are valued	79%	85%					

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

and maintained						
• Belonging to this school community is important to me	78%	87%				
• There Is school spirit and pride at this school	81%	85%				
• The expectations and rules are clear at this school	71%	86%				
• The staff at this school treat students with respect	60%	90%				
• Students at this school are friendly to each other	53%	78%				

Parent Comments from our Satisfaction Survey

- My husband and I are very pleased with how our daughter has progressed throughout the year. She enjoys each day of preschool and is keen to continue her learning at home giving herself 'homework' to do. I see a good sense of community within the school. I recently attend my first assembly and was happy to see children being rewarded for their strengths not only being academic but behavioural.
- I am very impressed with the leadership and executive team, just not happy with the amount of absences my child's teacher has. However, I have expressed my concerns to leadership, and I believe they have taken a proactive approach to meet my child's needs.
- The leadership team at the school including the principal is amazing! I have no doubt they are proactive in looking for solutions to problems rather than brushing them off. The leadership team encourages 360 problem solving. So everyone involved in a situation is able to have a voice throughout the entire process, whether it be mediation from student conflict or input into a ILP. As a parent I know my opinions and ideas are taken on board and valued by staff. I am proud to be a parent of a student at RPS
- There is no canteen facility at the school and should have one available for everyday use to promote healthier and fresher eating.
- The staff teachers and principal are very approachable. It's the best the school has been in years. It's a good school all round.
- You can now approach the principal at any time she makes you feel like a friend and listens with a open mind and solves the issue with a great outcome. I think this is very good to have as head of a school. I have been dealing with this school for 42 years as I am now raising my grandchildren.
- RICHARDSON PRIMARY IS A GREAT SCHOOL..with great teachers..
- The changes that the school principal has implemented have been positive. As parents these changes have helped to put our minds at ease in regard to our child's school experience.

Analysis → Priorities → Strategies → Actions → Impact (for student)

- The changes that the school principal has implemented are making a positive difference within the school. As parents seeing these changes have put our minds at ease about our child's school experience.
- Whenever I have had concerns about my child his teacher has been able to discuss these concerns with me. She has also picked up on his moods during the day to work together with me in seeking if there has been an event that has made him a little off and worked with us to resolve this.
- school and my child who used to love going to school has since spent the last year of primary school unhappy and wishing it away. "
- "I absolutely love all the lunch time program and in class programs (eg: RIPP) that is provided for all the children. All the staff are welcoming and friendly and it's such a great small school community.
- I would like to see more options on the lunch order and maybe more days available other than that I have nothing negative to save but Richardson primary school"
- Hi, I wasn't sure if it said "disrespected" or "respected" on the last question. My answer would be I feel respected not at all disrespected. thank you!
- One approach with the Principal going to each classroom and asking the children about bullying ect, is a great thing, and the school seem to be trying to improve things.
- I am very happy that the school has bought in waste free Wednesday's I would like to see this initiative be bought in on more days.
- I am happy with the school overall and I don't have any major issues which is good."
- Richardson Primary has been pivotal in my son's positive progress since changing school earlier this year.

Our achievements for this priority

At the start of the year, staff collaborated in developing a staff charter that outlined how we were going to communicate, celebrate and work as a team. This allowed for all staff to have input in designing and creating a positive and professional workplace with high expectations. A similar process was used with our students who created essential agreements on how they wanted their classroom to operate and their roles and responsibilities in achieving that.

In previous years the SRC was non-existent and there was limited leadership opportunities and purpose for the students to take an active role in the school and community. This year, SRC members were elected and presented with their badges in a whole school assembly. Together the SRC initiated waste free Wednesday to limit the amount of rubbish that was coming to school and to promote healthy lunches. This sustainability focus encouraged a litter legends group to form and look at the recycling process across the school.

In previous years, punitive measures were the only measure used to manage student behaviour. When Adam Voigt visited the school this year, we took the opportunity to review his practices and launch into restorative practices. Our behaviour management structures were reviewed, and the RP questions and conferences were included as a way of repairing harm and coming up with consequences or ways to make things right. These practices were shared at a whole community parent session and communicated through the newsletters and Facebook. A committee was formed to focus on social and emotional learning (SEL) and PBL. This was an opportunity for teachers to teach explicit skills and to intentional teach skills as they arise in everyday situations. A

Analysis → Priorities → Strategies → Actions → Impact (for student)

whole school Professional Learning session focussed on using circle time and Friendly schools was delivered and teachers. This work will continue into 2019 with the development of a A/B scope and sequence.

Student engagement and welfare is an Important component to the success of a student's education at Richardson Primary School. This year we established and launched our PBL journey. The staff identified major and minor behaviours across the school, developed a PBL matrix of expected behaviours across the school. These were shared with the community, school board and P&C for feedback and questions. The updated matrix was used to deliver circle time lessons with students. At the start of the year, we employed a play therapist to work one day a week to support students and their families. The leadership team identified students who would benefit from receiving play therapy and were involved in a 10-week program visiting the play therapist for one hour each week.

In 2018, we saw a vast improvement in the number of parents and volunteers engaged and involved in our school. Our school assembly numbers grew with lots of positive feedback from the community about the quality of assemblies and the focus on achievement and learning being celebrated and acknowledged. To build effective relationships across the school we created a weekly Richardson Interests and Passions Program (RIPP). Each group was mixed with students from kindergarten to year 6 and engaged in a variety of groups ranging from STEM, cooking, gardening, dancing, knitting and arts. Parents, grandparents, community members were invited to attend on a weekly basis and support students in these activities. This was well received and attended each week with as many as 10-15 people volunteering at the one time.

This year the cultural integrity continuum was introduced throughout the Directorate. Executive lead this focus with the intention to raise awareness of all cultures within our school. We created a front office display to inform our community of the continuum and encouraged them to record their thoughts about where we are up to. Our Indigenous Education Officer won the NAIDOC Trainee award for her work in progressing cultural integrity and connections with community. Teachers are now using the Ac Aboriginal and Torres Strait Islanders Cultures and Histories in planning for student learning engagements. We also held a very successful NAIDOC celebration day.

URFaB partnership

Challenges we will address in our next Action Plan

Reconciliation Action Plan, ideas to further strengthen partnerships especially with the YWCA's Clubhouse

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan. A copy of the QIP is available for viewing at the school.

Analysis → Priorities → Strategies → Actions → Impact (for student)